


1972

Placement and Career Service

Marjorie Popkin

School for International Training

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SCHOOL FOR INTERNATIONAL TRAINING

PLACEMENT AND CAREER SERVICE

INDEPENDENT PROFESSIONAL
PROJECT

MASTER OF ARTS IN TEACHING
LANGUAGES PROGRAM

AUGUST 15, 1972

MARJORIE POPKIN

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INTRODUCTION

The School for International Training offers a wide variety of programs which allow a student to live in an International environment while pursuing an area of study relevant to him. In September 1970, The Master of Arts in Teaching Languages Program was established. This program encourages the student to develop himself intellectually as well as socially and to develop his own particular style of teaching. The validity of the program and of the school ultimately depends on the type of job which the graduate obtains, the maturity and competence with which he fulfills his job, and the sensitivity and cultural awareness he has developed in order to adjust, function and be accepted by people from different backgrounds. I assume that it is the responsibility of an institution as a continuing process of education to assist their graduates in job placement and to carry through a follow-up program with their alumni. It is also in this institutions best interest.

The urgency of such a placement career service is not a matter to be taken lightly. At the current time the United States is facing a shortage of jobs for those individuals who are planning on entering the teaching profession. After spending a year or two specializing in a field, and investing time and money, absolutely no one relishes the thought of being incapable of filling a position, or not having a position to fill. I feel that any institution

which initially takes the time to educate its students must in turn, assist the student in every way possible both during his enrollment and after graduation. Otherwise the institution has no business existing without having the students future as its prime concern. The time has come for the Master of Arts in Teaching Languages Program to be the pioneer for the School for International Training in establishing the first Placement and Career Service.

PLACEMENT AND CAREER SERVICES

MAT PROGRAM

SCHOOL FOR INTERNATIONAL TRAINING

PHILOSOPHY AND OPERATIONS

PART I: CAREER COUNSELING

- A. Purpose: To help the individual help himself gain a realistic assessment of his aptitudes, achievements and attitudes in order that he may make decisions from existing alternatives in the world of work.

One of the principal objectives of higher education is to try to form the student into a whole being who will be equipped with the necessary strength to cope with a rapidly changing world. It is the responsibility of the placement director to recognize the fact that each person is unique with his own particular set of abilities, interests, values and personality traits and must be treated accordingly. If our society is to be innovative and to keep pace with the changing and turbulent times, then educators must recognize, encourage, develop and respect differences among individuals.' There must be a way in which education can be made to

' Everett W. Stephens, Career Counseling and Placement in Higher Education: A Student Personnel Function (Bethlehem, Penna.) The College Placement Council, Inc., 1970, p. 35.

work for all people who seek it and who are qualified to profit by it. This is precisely why we must establish new policies and objectives, why it is necessary to re-examine the effectiveness of our existing resources, and why strategies for change must be developed at every level. ²

B. Goals:

1. To reach the undecided student who is unsure of his own career goals.
2. To work with the student from the time he is entering the program to help him crystallize his career development to the point of action.

C. Tools:

1. Group Counseling - small groups of students who could benefit from helping each other better understand their relationship to the world of work.

I believe that the use of sensitivity training and role - playing situations, complemented by feedback, could be used very effectively here. It would enable the students to discuss various problems which they may encounter in teaching. While working together in small counseling groups they may be able to tie some loose ends together and overcome some of their inadequacies. A student might discover that he or she really does have a natural

² Felix C. Robb, " The Three P's: Preparation, Placement and Performance, " Journal of College Placement, (February - March, 1971.)

gift to work with children. This bit of knowledge might not only help in giving the prospective teacher a vote of confidence, but it might also serve as a vehicle in guiding the student when he searches for a job. In order for this to be really valid I think it should be applied directly after student teaching.

2. Individual Counseling - private counselor/student session.
3. Career Programs - sponsoring seminars in individuals fields of interest to bring the student in touch with the realistic facts of the day-to-day aspects of a job.

Here is an excellent opportunity to bring in various members of the Board of Advisors and other distinguished guest speakers. Each speaker would be responsible for lecturing to the group about a specific area of education and language teaching. However, the speaker must also be prepared to inform the group about the particular job opportunities which lie within the realm of his topic and how one should go about seeking a job.

PART II: JOB PLACEMENT

A. Purposes:

1. To provide a job referral system for students who are unemployed or who are looking for a change of job. This includes full-time, part-time, temporary and summer job opportunities.
2. To help the student himself organize a job hunting campaign from beginning to successful completion.

However large or small the staff of a placement office may be, the most important member is and always will be the director. The contribution which the service makes to the institution and the manner in which it is held depend upon the director. It is he who recognizes, promotes, and develops the placement policies. There can be no doubt that the placement director has accepted a difficult task in agreeing to guide the graduate in a more purposeful search of employment opportunities. Therefore, it is only natural that the type and kind of placement and career service on a campus reflect the understanding, attitude and support of the institution.

The placement director must be an extremely versatile individual. In addition to organizational ability, his work calls for administrative skills and a broad knowledge of the field of

education. In the case of a placement and career service for the MAT department, the director should and must be intimately acquainted with the ever-changing trends in language teaching. He should be able to make an intelligent assumption as to what the educational and teaching picture appears to be two or three years from now. He must stress the importance of good communication between himself and the students. If the service is to expand then the student should feel free to call on the director as often as he needs. In addition, the placement director must assure the student that their relationship is completely confidential.

B. Goals:

1. To create a decentralized job placement office where all jobs can flow from employers to students with consistency, while maintaining an intimate atmosphere between staff and students.

I propose that the Placement Career Service of the MAT department follow a decentralized plan. In using the term "decentralized" I mean that the service be autonomous. Thus, it would not be connected to any other department. The decentralized pattern will be discussed again later on in this paper when I suggest possible ideas for expansion. Teacher placement usually follows a decentralized plan. This particular type of office offers more specialized opportunities in a relatively small range of employment field. It induces more direct and intimate contact with

faculty members, students and employer representatives.

2. To be able to provide periodic statistical data concerning the total number of job openings coming into the MAT Program and the resulting number of job placements.

The placement director who is concerned with professional achievement will persuade his administrative officers that a small financial expenditure for statistical analysis can result in disproportionate gains in institutional prestige as well as in the effective placement of the individual.

3. To encourage all prospective employers to utilize this free service for personnel recruitment.

It is apparent that public relations plays a highly important part in the function of a placement career service. In truth, the actual survival of such a service depends upon factors like how well known the institution is, its reputation, the type of applicants it accepts, and what happens to its graduates. Good public relations which pave the way for an efficient placement career service involves an institution-wide commitment and requires extensive cooperation among faculty, administrators, board of trustees, the prospective employer and, of course, the student himself. Therefore, it is the responsibility of the placement

director to see that all of the above plus the general public are aware of the existence of the school, its program and the qualifications of the students. This can be partially accomplished through surveys, reports, informational data, and other materials.

Those administrative officers who are conscious of the contribution which this service is making on the campus and to the overall public relations picture will be more sympathetic to the needs of budget, space, and staff.³ These same officials will appreciate briefings on campus placement services for prospective students. Public relations may help in securing scholarships. Often times parents may express favorable interest in the institution because of the role that a placement career service may play in the program. It is evident that if the service is a success, whereby alumni find placement information valuable when seeking employment, they might be agreeable to assisting the placement director with further contacts.

One way of promoting good public relations within the institution is by developing a placement handbook which would describe the purpose and philosophy of the placement career service. This would be distributed to all persons who are connected to the program and institution as a whole. The format of such a

3 Robert F. Herrick and A. Everett Teal, The Fundamentals of College Placement (Bethlehem, Penna.: The College Placement Council, Inc., 1962), p. 180.

handbook would depend upon the purpose of the service and the size of the staff and budget. Above all else it can easily depict and reflect the successful operation of the Placement Career Service. The construction of such a handbook need not be elaborate or costly. Ideally, the information should be stated in simple and concise terminology. This would enable the handbook to be reproduced in sufficient volume which would be available at no cost to all students.

4. To identify all unemployed alumni and offer assistance in helping them with their search for employment.

Most institutions depend upon their alumni for support both financially and morally. Therefore, it would appear that there is a growing justification for offering some type of alumni placement service.

5. To place the office for Placement and Career Services in an area where student traffic tends to be congested.

Another determiner on the success or failure of the Placement Career Services is its location. The director should definitely be entitled to his own block of space which will allow for privacy; yet, in a central meeting place next to the registrar's office.

The close proximity of the two offices encourages the flow of communication which is mandatory since both offices will have to rely on one another for specific information and problems which may arise. There should be ample space for materials collected to be displayed either for reference, loan or give-away purposes. A variety of display techniques can be utilized, such as, table displays, shelf compartments, types of magazine rack displays or a file cabinet.

B. Tools:

1. Monthly Reports - maintaining daily data on such key items as people seen, leads received and placement. The system must identify whether the job leads were received through the auspices of the faculty, advisory committee members or the Placement and Career Service. Please see Appendix 1.
2. Registration and Reference System - All students who are seeking full-time as well as part-time employment must establish a credential file containing a resume and references for their professional employment use. There is a set procedure which the student must follow when he enters the MAT Program.

- a) Each student will be given a form entitled "Temporary Personal Resume" which he must fill out. He will also be asked to sign a legal waiver which will give Placement and Career Service the authority to release transcripts and references.
- b) Once a student has completed this form, he will return it to Andy Burrows, Placement and Career Service Director.
- c) At that point the student will receive a registration packet. This packet will list helpful hints for preparing a resume, applying for jobs, and a recommendation form for obtaining references. In the event that the student needs additional recommendation forms they will be available from the Placement and Career Service.

The student is requested to establish a reference (credential) file which is to be housed permanently in this office. During the course of the year he will be expected to complete a resume

and to keep it up to date. Also, upon request, the office is able to share his professional references with prospective employers.

3. Job Lead System:

A. General Contact Listing - The General Contact Listing will consist of two loose-leaf notebooks which will record job contacts. One notebook will record contacts which are in the United States, while the other will list contacts in foreign countries. Contacts means a listing of places which have had openings or are of marginal interest. One might find a listing of bilingual programs, or government programs or even addresses of the Experiment Offices throughout the world. These books will serve as extremely valuable reference sources. Please see Appendix 10.

B. Vacancy Listing - The Vacancy Listing will also consist of two loose-leaf notebooks:

1. Public Vacancy Listing (open) - This notebook will list current job possibilities with each job listing recorded on a separate page. The notebook will be divided into three parts by

the color of the notebook paper.

Blue - English positions

Yellow - French positions

Pink - Spanish positions

This notebook is open to any student at any time. Please see Appendix 12 for the suggested format. If an applicant receives the job or if the job is no longer open, then the form will be placed in the General Contact Listing.

2. Private Vacancy Listing (closed) - This notebook will be identical to the Public Vacancy Listing with one exception. These jobs have been located by specific individuals. At the student's request the job is not to be publicized to the group as a whole. It is the responsibility of the student to inform Andy Burrows of the existence of the job and that it is to be held in strict confidence. In the event that the student does not receive the job and the opening is still valid, the job will be entered into the Public Vacancy Listing. If the student accepts the job and the opening is closed, this information will then be entered in the General Contact Listing. In addition, should the director

receive a job lead which he believes could be best filled by one individual, he will give the applicant a specific form to fill out. See Appendix 13.

3. Candidate Listing - The Candidate Listing will consist of a loose-leaf notebook which will be divided into three sections which will consist of three different color sheets. Each color will represent the particular language which the student has chosen to major in.

Blue - English

Yellow - French/English

Pink - Spanish/English

This part is designed for the current MAT candidate. There will be one sheet per person and certain pertinent information will be noted. Please look at Appendix 14.

The second part will contain a list of MAT students who have graduated (again divided by colored sheets.) This form is identical to the form used for the current MAT student, except that the year of graduation and final placement may have been filled in.

4. Visitations - If the budget allows, then a representative from the Placement and Career Service will spend a portion of each month in the field maintaining and developing new employer contacts which could provide students in all fields with a number of job openings.

5. Publicity -

1. Speaking engagements
2. Brochures or flyer
3. SIT or MAT Magazine
4. Advertisement in TESOL or ACTFL
5. Placement and Career Service introductory letter to accompany each student's resume
6. Distribute information for ISP leaders, National Directors of the Experiment, Teacher Ambassador Program, Staff at all of SIT, Board of Education for various states, Government Programs and Binational Centers.

6. Unemployed Alumni - Identification is made through the feedback from the annual placement questionnaire as well as through other referral sources. Please see Appendix 15 & 16.

7. Resource Library - Please see Appendix 17.

8. Evaluation Form - Please see Appendix 18.

PART III: RESEARCH AND EVALUATION

The success of the Placement and Career Service depends upon the amount of cooperation, understanding and assistance forthcoming from the faculty and the administration. It might be a good idea to set up an advisory committee on placement policies which would meet twice a year in order to promote good communication within the institution. The purpose of this would be:

1. Help to formulate policies and practices of placement services.
2. Investigate new areas in the employment field.
3. Aid in follow-up on placement of graduates.
4. Re-evaluate school and departmental cooperation.
5. Assist with plans for expansion and development of the Placement and Career Service.
6. Put a professional Placement Director on SITS's Board of Advisors.

PART IV: POLICIES

- A. It is the responsibility of the on-campus job hunting student to check the Job Bulletin Board frequently to learn what new openings have come in. The director of the Placement and Career Service will be available to reveal the details of the job to the inquiring student. This office will not initially contact the student through telephone calls or letters. The job will flow only to the student who is actively in contact with our office.
- B. This office will not release any student references or transcripts without the written permission of the student. The release waiver is a part of the registration procedure.
- C. This office will not and cannot make character statements regarding a student or alumni on behalf of The School for International Training for a student who is not known to us.
- D. A part of our responsibility to the employer is to screen candidates. No one will be referred to any job unless qualified.

- E. This office will accept only a bona fide job order from an ethical source. Each job must be open for hiring within a year.
- F. Job leads will be mailed to the alumnus or the person who once attended but is no longer attending SIT and who is registered in the Placement and Career Service. The person could be unemployed or looking for a new position.
- G. The services of this office are provided on a lifetime basis to anyone who ever attended the School for International Training, whether or not he or she actually graduated.

PART V: SUGGESTIONS FOR THE FUTURE

In my Independent Professional Project I have set up the guidelines for establishing a Placement and Career Service for the Master of Arts in Teaching Languages Program at the School for International Training. I do not see any reason why, if the program is a success, that this Service cannot be used in an almost identical manner for the entire School for International Training.

The number of students in the now-existing Master Programs is increasing and soon there will be an undergraduate program. This means that more and more students who will be graduating from their respective programs will be looking for jobs.

Certainly the theoretical aspect of a Placement and Career Service is applicable to any type of a program. Some of the forms may have to be adjusted and the job lead system may vary somewhat according to the program. However, if in fact the future and the budget allows for an administrative building with one huge room which can be sectioned off, then there is no reason why a Placement and Career Service for the entire School for International Training cannot be developed.

A group of capable people working together are bound to come up with many good ideas, like:

1. being able to function in a decentralized office in a centralized environment. In other words, the Placement and Career Service for each program would operate independently while still sharing information with one another. A centralized pattern indicates that the institution as a whole is vitally concerned with the concept of placement and the possibility of weaving it into an integral part of the total educational process. The Placement and Career staff is able to gain a better knowledge of all the candidates in the school since the entire staff, activities and essential equipment are centralized in one office. There might be one huge job bulletin board which could be divided into parts. Thus, the centralized office atmosphere will facilitate the handling of a greater volume of work through well organized office procedures. In this way the Placement and Career Service could avoid duplications in libraries and physical space. This type of a decentralized/centralized office can easily contribute to the development of inter-relationships among the various fields of professional opportunities.
2. hiring one individual to be the director for the Placement and Career Service which will encompass

all programs. His assistant might be fellows who are there under a work/study grant. If this is to occur the director must be thoroughly familiar with every program and must be totally willing to involve himself in student life.

3. becoming involved in data processing (continued with Appendix 19.) Today the student can get occupational information directly from the computer. In fact, advocates strongly believe that when the computer is utilized properly it can aid both college and institution alike. It's a matter of learning the simple operation of programming pertinent questions about job opportunities, schools, locations, and characteristics sought in candidates. There are a variety of arguments which are used when defending the validity of such a computer service. Here are some of the advantages:

- a) Clerical workers cannot hope to compete with the computer when obtaining data and storing it. The computer is capable of total recall when dealing with an infinite number of students.

b) The computer is capable of storing information on each student, which might include...

1. interests
2. personality traits
3. abilities
4. part-time and full-time job experiences
5. extracurricular and academic data
6. geographical preference

c) The computer is also capable of retaining data on existing specialized programs in language teaching, educational institutions, and companies. This type of data might include...

1. vacancy listings
2. qualities sought in candidates
3. type of degree and qualifications needed for positions
4. geographical location

In this way, when a job notice is received the computer will be quite able to select a qualified applicant from its compiled bank of information.

4. The computer is able to release general information

about institutions and companies. For example, if a student wanted up-to-date information on job possibilities for a TESOL teacher, he would be able to find out which institutions hire for these jobs and where. He would then simply identify himself to the computer with particular preferences and within a matter of seconds he could have the data he desired.

4. Stephens, Career Counseling and Placement in Higher Education: A Student Personnel Function, p. 121.

APPENDIX 1MONTHLY REPORT

Job Leads Received:

Geographical Groupings

	I	II	III	IV	V	VI	VII	VIII	IX	X	TOTAL
ENGLISH											
Teaching											
Administration											
Teacher Training											
Sub-Total (a)											
FRENCH											
Teaching											
Administration											
Teacher Training											
Sub-Total (b)											
SPANISH											
Teaching											
Administration											
Teacher Training											
Sub-Total (c)											

TOTALS

Sub a. & Sub b. & Sub c.

APPENDIX 1aGEOGRAPHICAL BREAKDOWN

- I. NEW ENGLAND, U.S.A.
- II. MIDDLE ATLANTIC, U.S.A.
- III. SOUTH, U.S.A.
- IV. MIDWEST, U.S.A.
- V. WEST, U.S.A.
- VI. EUROPE
- VII. ASIA
- IX. SOUTH AMERICA (CENTRAL & LATIN)
- X. MIDDLE EAST

Please Print

APPENDIX 2

TEMPORARY PERSONAL RESUME

SCHOOL FOR INTERNATIONAL TRAINING

MAT PROGRAM

PLACEMENT AND CAREER SERVICE

TEMPORARY

Name: _____ Date: _____
 (Last) (First) (Middle)

Temporary Address: _____
 (Street) (City) (State) (Zip)

Permanent Address: _____
 (Street) (City) (State) (Zip)

Phone: Temporary: _____ Permanent: _____
 (Area Code) (Area Code)

PERSONAL DATA:

Date of Birth: _____ Marital Status: _____

Children: _____ Height: _____ Weight: _____

Health: _____

Type of job you would like: _____

Location of job: _____

I would prefer teaching...

Children _____ Youth _____ Adults _____

EDUCATION:

School	Location	Major + Degree	Date	
			From	To

Cont.

APPENDIX 2a

EMPLOYMENT HISTORY: (Include full-time, part-time/summer and volunteer.)

Company	Location	Job Title	Duties	Date	
				From	To

INTERESTS & ACTIVITIES:

Extra Curricular: _____

Hobbies: _____

Awards & Honors: _____

REFERENCES:

Available from The School for International Training, MAT Program,
 Placement and Career Service, Kipling Rd., Brattleboro, Vermont, 05301

APPENDIX 3

TO REGISTER WITH THE PLACEMENT AND CAREER SERVICE YOU MUST RETURN THIS FORM WITH YOUR TEMPORARY RESUME.

RELEASE OF TRANSCRIPT

I, the undersigned, hereby give my permission to the Placement and Career Service of the Master of Arts in Teaching Languages Program at the School for International Training to give a copy of my transcript to those institutions at which I intend to apply.

date

Signature

RELEASE OF CREDENTIALS

I authorize The School for International Training to maintain a confidential file of credentials including a resume and reference from previous employers, professors, and other persons, all of whom I authorize to express their honest opinions, whether or not complimentary to me. I further authorize The School for International Training to transmit these confidential credentials, including resume and references, to any prospective employer or other organization for purposes of assisting me to secure employment. I understand and agree that these credentials, including resume and references, shall become part of the official records of The School for International Training and that, as such, they may not be removed, reproduced, or destroyed without the permission of the Institution. I hereby give The School for International Training permission to make my credentials available to prospective employers.

I have read this statement and understand the above provisions.

DATE

signature

APPENDIX 4PLACEMENT AND CAREER SERVICE
SCHOOL FOR INTERNATIONAL TRAINING
MAT PROGRAM

Will you please write a recommendation for _____
for the files of the Placement Career Service which we may quote
to those interested in employing him/her. Space is provided
below for your use. We are particularly interest in (a) poise,
leadership, initiative, originality; (b) cooperation and
dependability; (c) personal appearance, manner and language
ability; (d) judgment and maturity; (e) scholastic achievement
and intellectual capacity.

Thank you

Andy Burrows, Director

Date _____

Signature _____

Position _____

(to be placed in the
reference file)

APPENDIX 5

CREDENTIALS SENT

STUDENT'S NAME:

DATE	PLACE	BY WHOM

APPENDIX 6

PLACEMENT AND CAREER SERVICE
SCHOOL FOR INTERNATIONAL TRAINING
MAT PROGRAM

Date: _____

Please send my credentials to the following employer(s):

1. _____

2. _____

(Please sign your name in full)

APPENDIX 7

PLACEMENT AND CAREER SERVICE

TO:

FROM:

Please note the following checked item(s):

 Enclosed are the forms necessary for registration with the Placement and Career Service. Please complete the material and call or stop in to arrange a personal interview. You may return the completed forms to us at the time of the interview or by mail.

 Enclosed are the materials you requested. If you have any questions, please call.

 To update your file, please complete a new resume.

 In order that your file be complete, please send us the following information:

 Resume or Temporary Resume Form

 Job Preferences

 Your Address

 Your Zip Code

 Your Telephone Number

 Geographical Restriction

 Complete Address of References

 Signature on Waiver

 Before an official copy of your transcript may be released a form must be filled out which can be obtained from the Placement Career Service.

cont.

APPENDIX 7a

_____ We have been notified that you have accepted a position. To keep your records current please complete and return the enclosed sheet as soon as possible.

_____ Your letters of reference are outdated/insufficient. Please contact several recent academic and/or employer or supervisor references who know your professional abilities. Reference forms are enclosed.

APPENDIX 8

SCHOOL FOR INTERNATIONAL TRAINING

MAT PROGRAM

PLACEMENT AND CAREER SERVICE CENTER

TO: All Students

FROM: Andy Burrows and the rest of the MAT Staff

SUBJECT: To introduce the Office of Placement and Career Services

We invite you to take advantage of the services which we offer. We have prepared a brief outline of what we are, who we are and where we are !

PURPOSE:

1. To offer career counseling to any member of the MAT Program, past or present.
2. To aid the student or alumnus in getting meaningful employment. This includes part-time, full-time, temporary and summer jobs.

STAFF: Mr. Andy Burrows, Placement Director, MAT Office, Rm. 15. Office Hours 8:00 A.M. to 4:00 P.M.

Mrs. Betsy Chace, Mrs. Janet Bing, Mr. Ray Clark

EXAMPLES OF SERVICES TO STUDENTS: If you have expressed any of the below questions or apprehensions, we would be happy to speak to you. Confidence is maintained at all times.

- "I'd like more information about job opportunities, future trends, salary scales and the amount of training needed to be a..."
- "I want to change my job or my field."
- "I'd like a job."
- "How do I go about getting the job I want?"
- "How do I write a letter of introduction or a resume?"
- "Which employers hire someone with my background?"
- "How do I go about changing jobs?"

ALL JOBS ARE POSTED ON THE JOB BULLETIN BOARD IN THE MAT OFFICE, ROOM 15.

APPENDIX 9JOB-HUNTER'S GUIDEA. The Letter of Application

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact is located in another city or town.
2. As a cover when you are mailing resumes to prospective employers.
3. When you are answering a want ad.

These guidelines should help you to write such a letter:

1. Type neatly, using care in sentence structure, spelling and punctuation.
2. Address your letter to a specific person.
3. State exactly the kind of position you are seeking and why you are applying to this particular institution.
4. Be clear, brief, and businesslike.
5. Indicate some definite follow-up in your final paragraph. A good suggestion would be to state that you will call his office at a specific date to make an appointment at his convenience.
6. Closings such as "Respectfully yours," or "Very truly" are fine.
7. Enclose a resume.

REMEMBER, YOUR LETTER OF APPLICATION IS A REFLECTION OF YOURSELF! IT CORRESPONDS TO THE IMPRESSION YOU MAKE IN THE FIRST MINUTES OF AN INTERVIEW. YOUR MANNER AND ATTITUDE ARE CONVEYED AS READILY ON PAPER AS IN PERSON.

APPENDIX 9a

Here is a framework for the letter of application.

ADAPT IT TO YOUR OWN NEEDS.

Your street number and street
City, state, zip code
Month, day, year

Name of person you are writing to
Name of organization
Street number and street
City, state, zip code

Dear _____:

Why you are writing: I would like to work for you....to discuss with you....

What can you do for the person you are writing to: I graduated from...when...majored in...held these jobs,,accomplished in these jobs...am interested in...why I want to work for you... have enclosed a resume for more detail...

What are you going to do about it: I will telephone you for an appointment...will send you...

Yours truly,
Your name signed here
Your name typed here

B. The Resume

1. What is a resume? The resume is an efficient means of organizing and presenting yourself to an employer in written form. Translated from the French, resume means "summing up." It is a promotional device to help you "get your foot in the door."
2. Why send a resume? The purpose of a resume is to organize the relevant facts about yourself in a written presentation. Some of these relevant facts might be: Who you are; What you have done; what you would like to do.

APPENDIX 9b

3. What will your resume accomplish?
 - a. It will serve as an introduction.
 - b. It will save time.
 - c. It will help you get ready for your interview. When your assets are organized on paper it will be easier for you and your prospective employer to discuss them.
 - d. Finally, it will provide the employer with a constant reminder of who you are, and what you covered in the interview.
4. How do I prepare a resume? Since your resume is usually an employer's first impression of you, you should keep the following things in mind:
 - a. Your resume should be attractive; neatly typed and logically arranged.
 - b. It should be a concise summary of personal data, educational and experiential background, interests, and qualification, which an employer can quickly review.
 - c. Be positive! We all have shortcomings, but a resume is not the place to dwell on them.
 - d. Remember, just as your letter of application, YOUR RESUME IS A REFLECTION ON YOU.
5. While you should adapt your resume to your particular needs, the following information is usually included, but not necessarily in this order.
 - a. Personal data: Name, address or addresses (if you have a temporary address), and telephone number(s). Vital statistics - birth date, height, weight, marital status, dependents (if any), military status, and physical condition.
 - b. Education: You may just be finishing school, and may therefore have little experience to offer your employer. You will need to stress your education and possibly those courses which relate to your career field. List in reverse

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order (most recent first) the name of the college(s) you attended, dates of attendance, degree or degrees received or expected, and major and minor field of study. Scholastic distinction of any sort, a major or minor grade point average which is higher than your overall averages or your grades for your last year or term, scholarships, prized, cumulative average, and outstanding courses should be included.

- c. **Employment Experience:** List all employment. List full-time employment and military service experience first. You should list all part-time and summer jobs, unless you have several years full-time employment. Listing part-time jobs tells a prospective employer you are willing to work to achieve your goals. For instance, if you were a camp counselor, you had to exercise leadership and communications skills; other positions may demonstrate mathematical facility, or aptitude for organization. Do not forget voluntary experience, while there may be no financial remuneration, the experience still counts!
- d. **Interests:** Under this heading you should include all campus and community or extra-curricular activities, honor societies, clubs and organizations (list offices held), high school activities may be included if the position or activity was outstanding, or if you wish to supplement college activities.
- e. **References:** You must have personal permission from faculty and employers to use their names as references.

C. Interviewing Techniques

1. Questions to ask yourself:

- a. Where is your interview?
- b. How will you get there?
- c. What time are you expected?
- d. Who is the interviewer?

2. Preparation:

- a. Prepare your questions before you go into the interview.
- b. Do your homework - know something about the prospective employer prior to the interview.

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- c. Have a pen or pencil and note paper handy, but don't take notes during the interview unless it is absolutely necessary.
- d. Dress according to your own good taste.
- e. Be sure to have a copy of your resume.

3. Some helpful hints:

- a. Greet the interviewer by name as you enter the office.
- b. Gum chewing and smoking are not advisable unless you are invited to do so.
- c. Follow the leads of the interviewer. Offer your hand for a shake only if he makes the first gesture.
- d. Steer away from yes or no answers. A brief statement is preferable. Your ability to respond quickly and intelligently is of great importance.
- e. Criticism of your school, former employer, or faculty member is out of place.
- f. While you are, of course, interested in starting salary, don't overestimate its importance. You will do better if you emphasize your interest in the position in which you can prove yourself.
- g. Be prepared for such openings as: What can I do for you? Your response should reveal your interest in a position with some idea of progressing into an advanced phase. Be specific. Tell me about yourself. Give information about your background, education, and working experience that relate to the situation. Why are you interested in this company? If you have read the organization's recruiting material prior to the interview you should be prepared for this question.
- h. Thank the interviewer for his time and consideration; show as much confidence in leaving as you did upon arrival.
- i. If at first you don't succeed.....
- j. Learn something from your interviews:

APPENDIX 10RECOMMENDED STANDARDS OF PERFORMANCE FOR CANDIDATES

CANDIDATES SHOULD:

1. View teaching as an important profession requiring a high degree of competence and dedication as well as personal integrity and responsibility.
2. Establish and maintain placement papers with the institutional placement office at the college or university at which formal training was taken.
3. Assume responsibility for seeing that all personal obligations with reference to certification, transcripts and other required documents are in order.
4. Seek advice and counsel from responsible persons' in institutional placement offices as to proper professional procedure in applying for positions.
5. Keep the placement office fully informed as to the progress that is being made in obtaining a position.
6. Use good judgment in seeking a position where teaching can be done in area(s) of competence and where maximum skills may be utilized insofar as is possible.
7. Present themselves in an acceptable manner when interviewing and when on the job--this reflects on the institution at which they were trained as well as upon himself and his profession.
8. Answer promptly, in a business-like fashion, all communications from the placement office and employment officials.
9. Apply only to officially authorized employing officials when seeking a position.
10. Apply for each position on its own merits and avoid pitting one offer against another.
11. Respect the confidential nature of the placement papers and make no attempt to gain information regarding their contents.
12. Sign but a single contract within a reasonable time after it has been issued.
13. Notify the placement office and employers immediately upon accepting a position or being no longer available for further consideration.

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14. Respect other candidates by making no adverse comments about them.

15. Adhere to the conditions of verbal agreements and written contracts, and to the terms of an appointment, until they have been terminated legally or by mutual consent.

(File by state or country)

i.e. Pa.APPENDIX 11GENERAL CONTACT LIST

INSTITUTION _____

ADDRESS _____

PHONE _____

PERSON TO CONTACT: (Name) _____

(Title) _____

OTHER INFORMATION AVAILABLE:

INFORMATION ABOVE GIVEN BY: _____

DATE _____

APPENDIX 13

SCHOOL FOR INTERNATIONAL TRAINING

MAT PROGRAM

Kipling Rd.
Brattleboro, Vermont 05301

JOB OPPORTUNITY

We have been notified of a job opening for the position listed below. Please treat this notice with strict confidence and do not share it with others. Kindly inform us of the action you take on this opportunity.

Name of Employer _____

Address _____

City _____ State _____ Zip _____

Phone No. _____

Apply to _____

Title _____

Salary _____

Hours _____

Work begins _____

Specifications:

Date

Signature

For Job Bulletin Board

APPENDIX 13a

SCHOOL FOR INTERNATIONAL TRAINING

PLACEMENT AND CAREER SERVICE

MAT PROGRAM

Kipling Rd.
Brattleboro, Vermont 05301

JOB OPPORTUNITY

Name of Employer _____

Address _____

City _____ State _____ Zip _____

Phone No. _____

Apply to _____

Title _____

Salary _____

Hours _____

Work begins _____

Specifications:

Date_____
Signature

APPENDIX 14

CANDIDATE LISTING

MAJOR _____

YEAR OF GRADUATION _____

STUDENT'S NAME _____

ADDRESS: PERMANENT

PRESENT

PHONE: PERMANENT

PRESENT

PREFERENCES:

Geographical location:

Teaching level:

EDUCATION:

	INSTITUTION	MAJOR
BACHELORS		
MASTERS		
OTHER		

EXPERIENCE:

LEADS REFERRED

DATE	JOB	SOURCE	DATE	JOB	SOURCE

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FINAL PLACEMENT:

Position:

Location:

Source of placement:

Salary:

Starting Date:

COMMENTS:

APPENDIX 15

SCHOOL FOR INTERNATIONAL TRAINING

PLACEMENT AND CAREER SERVICE

MAT PROGRAM

FOLLOW-UP OF 1972 GRADUATES

PLEASE COMPLETE THE FOLLOWING AND RETURN TO ANDY BURROWS.

Name _____ Major _____
Address _____ Degree _____
Phone Number _____ Date of Graduation _____
Veteran: Yes _____ No _____ Age _____

I. PLEASE CHECK THE APPROPRIATE ITEMS THAT BEST DESCRIBE YOUR
SITUATION AFTER GRADUATION.

 A. Graduate School

1. Graduate University _____
2. State _____
3. Major _____
4. Part-time _____ Full-time _____
5. Cite any difficulties you may have had when you entered
another University: i.e., inappropriate courses, etc.

6. Are you considering going on for additional graduate work
or for post graduate work?

 B. Employment Information

1. Name of Institution _____
2. Part-time _____ Full-time _____
3. Address _____

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4. Date Employed _____
5. Job Title _____
6. Monthly Salary _____
7. How did you learn of this job? _____
8. Are you presently seeking a full-time position?
Yes _____ No _____
9. If so, did you register with the Placement and Career Service?
10. What methods did you use in your employment search?
(please mark all methods used)
 - a. _____ answered want ads
 - b. _____ wrote letters to employers
 - c. _____ made telephone inquiries
 - d. _____ used state employment agency
 - e. _____ leads from friends/relatives
 - f. _____ placed ad in papers
 - g. _____ got leads from Placement Career Service
 - h. _____ other

C. Military:

1. Branch & Rank _____
2. Entry date _____
3. Special Program _____

D. Marriage: List name change _____E. Other (explain) _____F. Plans Indefinite at this time _____

PLEASE FEEL FREE TO USE THE REVERSE SIDE FOR ANY COMMENTS YOU MAY WISH TO MAKE

Date: _____ Signature: _____

APPENDIX 16

PLACEMENT AND CAREER SERVICE

GRADUATE SERVICE

Name _____ Date _____

Placement and Career Service is making every effort to maintain up-to-date files on all of its registrants. Since we have many applicants and limited facilities, we are anxious to retain an active status for only those unemployed and those seriously interested in securing a new position. Will you help by supplying the following information?

1. Since your graduation, have you accepted a job offer?

If so; Name of Employer _____
Address _____
Nature of Position _____
Salary _____
Date Started _____

2. Through what source did you learn of the above position? _____

This information will be held strictly confidential. Please feel free to make additional comments on the reverse side of this sheet.

We want to wish you success in your new position if you no longer require our services.

Sincerely,

Andy Burrows, Director

If we do not receive this form within 10 days, your file will be deactivated, as we will assume that you no longer need our service.

PLEASE COMPLETE THIS FORM SO THAT YOUR FILE CAN BE KEPT UP-TO-DATE.

APPENDIX 17RESOURCE LIBRARY

The following is a suggested list of works, books, and materials that should be placed in the MAT Resource Library where they will easily accessible to students and faculty.

The two major problems of operating such a library are keeping materials clearly marked and in their designated locations within the library, and keeping the material up to date. Jobs, careers, fellowships, etc., change continually, therefore, date (with a rubber stamp) each publication or brochure when received and review the entire library annually to destroy obsolete materials. Employer material usually has a one year lifetime, while three years is the average shelf life for other materials.

It is recommended that the Resource Library be subdivided into several sections:

APPENDIX 17a

I. Advisory Material on Career Planning and Job Hunting

1. Issaacson, Lee. Career Information in Counseling and Teaching.. Massachusetts: Allyn and Bacon, Inc., 1966.
2. Merchandising your Job Talents, Commonwealth of Penna., Department of Labor and Industry
Bureau of Employment Security
Harrisburg, Penna. 17121
3. The Job Market/Computer Edition
Wilford Building
33rd and Arch Sts.
Philadelphia, Penna. 19104
4. A Career in Foreign Language Teaching
National Educational Association
1201 16th St. N. W.
Washington, D. C.
5. Invitation to Teaching
International Association for Childhood Education
3615 Wisconsin Ave. N. W.
Washington, D. C. 20016
6. Look into English Teaching
National Council for Teachers of English
508 S. Sixth St.
Champaign, Illinois
7. Translating Foreign Language into Careers
Indiana Language Program
101 Lindley Hall
Indiana University
Bloomington, Indiana 47401
8. Teaching Abroad
UNESCO Liaison Office
UN Secretarial Building
New York, New York 10017

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II. Periodicals, journals and newspapers which should be subscribed to:

1. ASCUS Annual - distributed free by the Association of School, College and University Staffing.
ASCUS Center
14 E. Chocolate Ave.
P. O. Box G
Hershey, Penna. 17033
2. College Placement Annual - distributed free by College Placement Council,
P. O. Box 2263
Bethlehem, Penna. 18001
3. Foreign Language Annuals
ACTFD (American Council on the Teaching of Foreign Languages)
62 Fifth Ave.
New York, New York 10011
4. Journal of College Placement
College Placement Council, Inc.
P. O. Box 2263
Bethlehem, Penna. 18001
5. NAFSA (National Association for Foreign Student Affairs)
1860 19th St. N. W.
Washington, D. C. 20009
6. THES (The London Times Higher Educational Supplement)
London Times Publishing Co.
Printing House Sq.
London EC4P 4DE
England
7. TESOL Quarterly (Teachers of English to Speakers of other Languages)
c/o Mr. James E. Alatis
School of Languages and Linguistics
Georgetown University
Washington, D. C.

APPENDIX 17cIII. Directories, Handbooks and Guides

1. American Agencies Interested in International Affairs. \$5.50
Council on International Affairs
New York, New York
2. Angel, L. Juvenal. Selective Guide to Overseas Employment.
Simon & Schuster, Inc.
200 Park Ave. S.
New York, New York 10003
3. Ayer's Directory of Newspapers and Periodicals. \$30.00
N. W. Ayer and Son, Inc.
Philadelphia, Penna.
Lists over 20,000 newspapers and periodicals published
in the United States and Canada.
4. Complete Overseas Opportunity Information and Employers
Directory.
Howard M. Faulkners, Publisher
P. O. Box 292
Gorham, Maine 04038
5. Directory of National Trade and Professional Associations
of the United States. \$12.50
Garrett Park Press
Garrett Park, Maryland 20766
6. A Directory of U. S. Firms Operating In Latin America.
Pan American Union
17th bet. Constitution Ave. and 6th St., N. W.
Washington, D. C. 20006
7. Education Directory
I. Public School System \$2.50
II. Higher Education \$3.75
Superintendent of Documents Catalog
U. S. Government Printing Office
Washington, D. C. 20402
8. Encyclopedia of Association. 6th ed. Sec. 5. Vol I
Gale Research Co.
Book Tower
Detroit, Michigan 48226
9. Guide to Foreign Information Sources \$.25
Chamber of Commerce of United States of America
Washington, D. C.
Lists sources of information of foreign nations, addresses
of foreign embassies, and lists organizations and services
offering information.

APPENDIX 17d

10. Handbook of the Office of Education.
U. S. Department of Health, Education and Welfare
Washington, D. C.

11. Herrick, F. Robert and Everett A. Teal. The Fundamentals of College Placement. 1962.
The College Placement Council, Inc.
35 E. Elizabeth Ave.
Bethlehem, Penna.

12. Klein, Bernard. Guide to American Educational Directories. \$22.50
McGraw Hill Company
New York, New York
A guide to major educational directories of the United States. It includes more than 1,300 entries arranged alphabetically by title under subject categories.

13. A Manual on Certification Requirements for School Personnel in the United States. \$ 4.00
National Commission on Teacher Certification
National Education Association
Washington, D. C.

14. Mathies, Lorraine, and Thomas, G. William.
Overseas Opportunities for American Educators.
CCM Information Corporation
New York, New York

15. Opportunities Abroad for Teachers: 1972/73. \$20.00
Superintendent of Documents
United States Government
Printing Office
Washington, D. C.

16. A Placement Officers Guide to Foreign Employment and Teaching Opportunities for U. S. College Students. \$ 1.00
International Opportunity Committee
Metropolitan New York College Placement Officer Assoc.
New York, New York
This book outlines the opportunities available through private and public agencies for employment, brief traineeships, summer work, and teaching outside the U. S.

17. Sherif, June. Handbook of Foreign Language Occupations.
Simon & Schuster
200 Park S.
New York, New York 10003

APPENDIX 17e

18. Stephens, W. Everett. Career Counseling and Placement
in Higher Education: A Student Personnel Function.
The College Placement Council, Inc.
35 E. Elizabeth Ave.
Bethlehem, Penna.
19. Teaching Opportunities: A Directory of Placement
Information. \$25.00
Superintendent of Documents
United States Government
Printing Office
Washington, D. C.

APPENDIX 17fIV. Places to Obtain Information

1. Teacher Drop Out Center
Box 521
Amherst, Mass. 01002

A clearing house for teachers who wish to find relevant educational jobs in innovative schools. The Center publishes a directory for \$7.00.

2. Education Warehouse
698 Mass Ave.
Cambridge, Mass.

An educational placement agency for the disadvantaged of the Cambridge area.

3. The Education Center
57 Hayes St.
Cambridge, Mass. 02139

The Center furnishes information on alternative schools and experimental program in the New England area.

APPENDIX 17gV. Employer Information

This section will contain information received from employers and educational institutions. This material should be displayed in alphabetical order broken down into four categories:

I. Business and Industry

- a. Overseas teaching potential
- b. Domestic teaching potential

II. Government

- a. Local
- b. State
- c. Federal

III. Education - Overseas

IV. Education - Domestic

APPENDIX 18

PLACEMENT AND CAREER SERVICES EVALUATION

1. Stated below are some of the goals of this office. As far as you know, are we reaching these goals? For each of the items below please indicate:

1. Goals are being accomplished.
2. Area being worked on but needs more effort.
3. Goals are not being accomplished.
4. Cannot comment.

☐ To reach the undecided student.

☐ To provide the student with occupational literature which will aid them in making a career decision.

☐ To create a decentralized job placement office where all jobs can flow from employers to students with consistency, while maintaining an intimate atmosphere between staff and students.

☐ To provide the student with effective job hunting techniques.

☐ To encourage all prospective employers to utilize this free service for personnel recruitment.

☐ To reach alumni who may be able to utilize our services.

2. To be answered by faculty only: (unless applicable to an individual)

a. Would you permit a member of the placement staff to speak to your graduating class? Yes ☐ No ☐

b. Have you encouraged your graduating students to register with this office? Yes ☐ No ☐

c. If a full-time job hunting workshop could be planned for your classes, would you be willing to give up a full class period for this presentation? Yes ☐ No ☐

d. If a member of the placement staff has visited your classes this year, please evaluate the content and presentation.

Excellent ☐ Good ☐ Fair ☐ Poor ☐

Comments:

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e. If you received a copy of a job lead from this office, how did you respond?

- ☐ refer interested students to placement office.
☐ read it in class.
☐ post it in office or departmental bulletin board.
☐ circulate to other faculty.
☐ contact individual students privately.
☐ discard.

3. Have you ever seen the Job Bulletin Board?

4. For those of you who have been called on to complete student reference sheets, please indicate preferences below in rank order (1, 2, 3):

- ☐ check list evaluation.
☐ essay evaluation.
☐ combination check list/essay with room for comments.

5. Please evaluate the frequency and methods of communication used by placement staff to contact faculty.

<u>FREQUENCY</u>	<u>METHODS IN USE</u>	<u>METHODS SUGGESTED</u>
<input type="checkbox"/> more than adequate	<input type="checkbox"/> personal visits	<input type="checkbox"/>
<input type="checkbox"/> adequate	<input type="checkbox"/> memos	<input type="checkbox"/>
<input type="checkbox"/> inadequate, but	<input type="checkbox"/> phone calls	<input type="checkbox"/>
<input type="checkbox"/> improving	<input type="checkbox"/> visiting department	<input type="checkbox"/>
<input type="checkbox"/> poor	<input type="checkbox"/> meetings	<input type="checkbox"/>
	<input type="checkbox"/> department chairman	<input type="checkbox"/>

6. If you are aware of a job opening do you notify this office?

Yes ☐ No ☐

If not, why not? _____

7. CONSTRUCTIVE COMMENTS OR SUGGESTIONS:

APPENDIX 19DATA PROCESSING

Usually only large Placement and Career Services can justify rental costs for computer installation. There is, However, an agreeable solution for those Placement and Career Services with smaller budgets. The solution is called time-sharing. When an institution invests in time-sharing they may either rent or buy a terminal which essentially is a tele-typewriter. The advantages of time-sharing are:

1. When the terminal is connected to the computer (which can be hundreds of miles away) the Placement and Career Service is able to transmit as well as receive information via telephone to and from the computer.
2. Schools can band together to form a pool to share computer information and cut the cost.
3. If the schools share the same interests regarding job positions which are open, the Placement and Career Service has only to develop its student file.
4. If the institution wants to cut down on clerical detail, it will find that time-sharing is an excellent investment.
5. Any time-sharing bureau will be glad to give the Placement and Career Service advice on how to develop a placement program on an economical basis as well

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as cost estimates.

An alternative system to time-sharing is through the card-sort system. This system is extremely inexpensive and consists of only a key punch and a card sorter. What the card-sort system entails is:

1. Registration data be collected, coded and key punched into IBM cards. It is possible to print whatever data one wishes on an IBM card. The IBM cards are then fed into a sorting machine which will eliminate those cards which do not match the specified job requirements.

There is considerable evidence accumulating at a growing number of institutions that electronic data processing can relieve the Placement and Career Services of mounds of paper work. The fear that computerization of placement offices might depersonalize placement-student-employer relationships has been proven false. Quite a contrary condition has been produced where electronic data processing has been tried. The computer has, rather greatly increased the effectiveness of professional staff members.

Suggested Reading:

1. President's Science Advisory Committee. Report of the Committee. Computers in Higher Education. The White House, Washington, D. C.: Superintendent of Documents, U. S. Government Printing Office, 1967.

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